First Nations, Métis, and Inuit Peoples in Canada, Grade 10

Open NAC2O

This course explores the histories of First Nations, Métis, and Inuit in Canada from precontact to the present day. Students will examine the impact of past social, cultural, economic, political, and legal trends and developments on the lives of First Nations, Métis and Inuit peoples. Students will apply the concepts of historical thinking and the historical inquiry process to investigate a range of issues, events, and interactions that have affected First Nations, Métis, and Inuit peoples, including those that continue to affect relations between Aboriginal peoples and other Canadians today.

Prerequisite: None
A. Historical Inquiry and Skill Development

OVERALL EXPECTATIONS
Throughout this course, students will:

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of the history in Canada of First Nations, Métis, and Inuit peoples from precontact to the present day;

A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.

SPECIFIC EXPECTATIONS

A1. Historical Inquiry
Throughout this course, students will:

A1.1 use appropriate terminology in their investigations when referencing Aboriginal peoples of Canada and their customs, traditions, and artefacts (e.g., terminology related to the names of Aboriginal groups and to Aboriginal culture and identity; appropriate descriptors, depending on historical context)

Sample questions: “What are the appropriate terms to use when referring to the Aboriginal nations you are studying? Why is it important to know which terms First Nations use to refer to themselves? Why would it be preferable to use these names rather than the ones given to the nations by European colonizers or later Canadian governments?” “What assumptions are you making about your audience when you use certain terminology to refer to Aboriginal peoples or their traditions in your report or presentation?”

A1.2 explain how various factors have influenced changes over time in terminology used to identify/refer to Aboriginal peoples in Canada, including the terminology Aboriginal peoples have used to refer to themselves (e.g., colonization and decolonization, European beliefs about the rights of Aboriginal peoples, social/cultural interactions, stereotyping, government policy, the media, Aboriginal organization and activism, education)

Sample questions: “When is it appropriate to use the term Indian in a Canadian context? How and why was this term used in Canadian law? Why is it still used in this context?” “What is the difference between the terms Iroquois and Haudenosaunee? When would you use the latter? When might you use the former?” “Why are the terms Indigenous and Aboriginal often used interchangeably?”

A1.3 formulate different types of questions to guide investigations into issues, events, and/or developments in the history in Canada of First Nations, Métis, and Inuit peoples from precontact to the present day (e.g., factual questions: What was the Nunavut Comprehensive Land Claim
Agreement?; comparative questions: What were some similarities and differences in the spiritual beliefs/practices of various Aboriginal nations at the time of contact with Europeans?; causal questions: What events led to the Royal Proclamation of 1763?)

A1.4 select and organize relevant evidence and information on aspects of the history in Canada of First Nations, Métis, and Inuit peoples from a variety of primary and secondary sources (e.g., primary sources: artworks from the time, church records, fur-trade journals, government reports, oral tradition, photographs, songs from the times, treaties; secondary sources: books and/or articles from the library, current newspaper or magazine articles, documentaries and/or feature films or videos, information from websites, textbooks), ensuring that their sources reflect different perspectives

Sample questions: “If you wanted to study the history of a Métis Charter Community Council in Ontario, what sources could you use? Where would you locate photographs and records documenting Métis community affairs from various time periods? What other sources might you consult to confirm the information presented in these records?” “When investigating a topic such as the contribution of Louis Riel, where might you find sources that reflect the viewpoints of peoples who lived in different regions of Canada at the time? Why should you consider later sources in addition to those from the time?”

A1.5 assess the credibility of sources and information relevant to their investigations (e.g., by considering the perspective, bias, accuracy, purpose, and/or context of the source and the values and expertise of its author)

Sample questions: “Why is it important to be aware of the background of the author of or advisors behind a report or other resource related to Aboriginal history?” “Why is it important to consult several sources that reflect a variety of Aboriginal and non-Aboriginal perspectives when investigating relations between First Nations people and Jesuit missionaries in New France?” “Why in historical accounts of the War of 1812 were First Nations identified as ‘the Western Indians’? Why do you think the names of warriors who fought as allies and the names of the nations they represented were not included in military records? What impact would this lack of detail have on later investigations into the war and First Nations participation in it?”

A1.6 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry (e.g., use a ranking ladder to help them determine the significance of factors contributing to the Ipperwash Provincial Park occupation; select, on the basis of critical analysis, significant events for a timeline on relations between Aboriginal people and the federal government; compare the points of view in different primary sources relating to the same event)

Sample questions: “What criteria might you use to assess the significance of the 1969 ‘White Paper’?” “What type of tools might help you compare the impact of mining development on two different Cree communities?”

A1.7 use the concepts of historical thinking (i.e., historical significance, cause and consequence,
continuity and change, historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgments regarding historical issues, events, and/or developments relating to Aboriginal people in Canada (e.g., consider the concept of historical significance when assessing the impact of residential schools; apply the concept of cause and consequence when ranking factors contributing to the constitutional recognition of the Métis as Aboriginal people; consider the concept of continuity and change when developing criteria for determining turning points in relations between Aboriginal peoples and the rest of Canada; take the concept of historical perspective into account when investigating the pass system in western Canada to ensure that they analyse the system from various points of view)

Sample questions: “If you were conducting an investigation to determine which event in the twentieth century had the greatest impact on the lives of Inuit people of Canada, which concept or concepts of historical thinking would be the most relevant to your analysis? Why?”

A1.8 evaluate and synthesize their findings to formulate conclusions and/or make informed judgments or predictions about the issues, events, and/or developments they are investigating

Sample questions: “What criteria can you use to judge the validity of the arguments made in these sources and reach your own conclusions about this event?” “Do your findings about this issue in the past enable you to make predictions about how it may develop in the future?”

A1.9 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a blog on actions taken by various First Nation, Métis, and/or Inuit peoples over time with respect to environmental stewardship; a photo essay on Aboriginal cultural production; a presentation on the impact of racism on Aboriginal peoples in Canada; a debate on strategies used by Aboriginal groups to address treaty rights or land claims; a seminar on the significance of the Indian Act; a graphic story on events leading to the extermination of the Beothuk)

Sample questions: “What format do you think is best suited to communicating your findings? Why?” “How might a readers’ theatre presentation help reveal the perspectives of chiefs involved in the signing of treaties in western Canada in the late nineteenth century? How could you use the dramatic qualities of the presentation to enrich your engagement – and that of your audience – with the subject matter?”

A1.10 use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, reference lists, bibliographies, credits) to reference different types of sources (e.g., archival sources, articles, blogs, books, court cases, films or videos, songs, websites)

A2. Developing Transferable Skills
Throughout this course, students will:

A2.1 describe several ways in which historical investigation can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., reading text, writing, document use, computer use, oral communication, numeracy skills, finding information, data analysis), that
can be transferred to postsecondary opportunities, the world of work, and everyday life

**A2.2** apply in everyday contexts skills and work habits developed through historical investigation (e.g., use skills to analyse statistics in a news report, assess the credibility of a source, scrutinize the validity of statements of political commentators, listen to and weigh multiple perspectives on an issue before making a judgement, engage in informed discussions; apply work habits such as collaboration to cooperate with peers on a project, or initiative to take action on an issue that is important to them)

**A2.3** apply the knowledge and skills developed in the study of First Nations, Métis, and Inuit peoples’ history when analysing current social, economic, and/or political issues (e.g., to understand perspectives in media reports on a current environmental issue; to enhance their understanding of the significance of a new political policy addressing a social issue; to understand ways in which a current social trend has implications for Aboriginal families and their cultural practices), in order to enhance their understanding of these events and their role as informed citizens

**Sample questions:** “Why might it be useful to apply the concept of change and continuity and/or cause and consequence to help you to evaluate the promises being made by politicians during this election campaign?” “If you were asked to evaluate possible names for a new school in your community, which concepts of historical thinking might you apply? Why?” “What parallels are there between this current issue and a historical one you have studied?”

**A2.4** identify some careers in which the skills learned in this course might be useful (e.g., contractor, councillor, curator, developer, educator, policy advisor, public relations officer, website developer)
B. Prior to 1500: Indigenous Turtle Island/North America

OVERALL EXPECTATIONS
By the end of this course, students will:

B1. Social, Economic, and Political Context: explain the purpose of key political alliances as well as key aspects of the social and economic lives of some Aboriginal peoples from different regions of Turtle Island/North America prior to 1500 (FOCUS ON: Continuity and Change; Historical Perspective)

B2. Communities, Conflict, and Cooperation: demonstrate an understanding of some key interactions and settlement patterns of major First Nation and Inuit groups in Canada prior to 1500 (FOCUS ON: Historical Significance; Cause and Consequence)

B3. Identity, Culture, and Sovereignty: explain how various factors contributed to the identity, well-being, and heritage of some First Nations and Inuit groups from different regions of Turtle Island/North America prior to 1500 (FOCUS ON: Historical Significance; Historical Perspective)

SPECIFIC EXPECTATIONS

(FOCUS ON: Continuity and Change; Historical Perspective)

By the end of this course, students will:

B1.1 compare aspects of the way of life of some groups of First Nations and Inuit peoples who lived in different regions of Turtle Island/North America prior to 1500 (e.g., with reference to hunting, gathering, and agricultural societies; seasonal rhythms; gender roles; family life and childrearing; housing; spiritual beliefs; health and medicine; law and justice; values relating to wealth/prosperity and/or land and landownership; knowledge transfer and education; community life; craftsmanship; practices related to birth, marriage, and death)

Sample questions: “What are some ways in which First Nations in different regions differed from each other in food production and diet? What factors account for these differences?” “What natural resources were available to the nations in these regions? How did these resources affect the material goods produced by these nations?” “Why might craft skills be different among various nations?” “What were some differences in the housing of Plains, Eastern Woodlands, and Northwest Coast First Nations? How was the housing of these people different from that of the Inuit? How would you account for the differences?”

B1.2 describe key issues, trends, and/or developments in the economies of some First Nations and Inuit societies in Turtle Island/North America prior to 1500 (e.g., in relation to food sustainability and security; access to trade routes and types of trade items; gift giving to redistribute wealth;
divisions of labour; implementation of peace and friendship protocols when war threatened trade relations; the economic impact of alliances and confederacies; the use of land and natural resources

**Sample questions:** “What types of materials/resources were traded among Aboriginal people of Turtle Island/North America prior to sustained contact with Europeans? What nations were major trading partners? What were the most common trade routes? Why?” “How do we know that Inuit traded with First Nations to the south in precontact times?” “What role did gift giving play in the economies of some First Nations?”

B1.3 identify key political pacts, treaties, alliances, and confederacies among Aboriginal peoples in Turtle Island/North America prior to 1500, and explain their purpose (e.g., *the Great Law of Peace solidified the Iroquois Confederacy and served as a covenant with respect to representation and good governance; peace and friendship treaties represented in wampum belts among the Three Fires Confederacies helped members gain access to trade routes controlled by Haudenosaunee nations*)

**Sample questions:** “What conditions prompted Aboriginal groups to develop pacts, treaties, and alliances with each other during the precontact period?” “What role did the commodities trade among Aboriginal nations play in the development of alliances between nations?”

B2. Communities, Conflict, and Cooperation

(FOCUS ON: Historical Significance; Cause and Consequence)

By the end of this course, students will:

B2.1 analyse historical statistics and other sources to identify populations, settlement patterns, and traditional territories of First Nations and Inuit people in Canada at the time of contact (e.g., *the geographic and/or linguistic groups in Canada prior to contact; overlapping territories; population estimates prior to sustained contact with Europeans*), and explain their significance

**Sample questions:** “Why did so many precontact First Nations live in the Great Lakes–St. Lawrence Lowlands? Why were populations sparser on the plains or in the North?” “How is the concept that First Nations and Inuit have lived on specific lands since ‘time immemorial’ relevant to modern-day land claims?” “What means did Aboriginal nations use to avoid conflict with each other over their hunting, gathering, and/or settlement regions? What protocols/practices were used to recognize nations’ traditional territories?”

B2.2 explain the key causes and consequences of the creation of the Iroquois Confederacy (e.g., with reference to trade and the economy, community well-being, internal cooperation between member nations, external conflict with other nations, the role of *The Peacemaker and Hiawatha*)

**Sample questions:** “What do you think were the most significant short-term consequences of the Iroquois Confederacy?” “What values and beliefs are expressed in the Great Law of Peace? What is their significance for the Six Nations? For other First Nations?”
B3. Identity, Culture, and Sovereignty
(FOCUS ON: Historical Significance; Historical Perspective)

By the end of this course, students will:

B3.1 describe some First Nations and Inuit accounts of their origins and early history (e.g., creations stories, migration stories, peace and friendship histories), and analyse the treatment of these accounts in Canadian history as well as some factors that have contributed to this treatment (e.g., the dominance of Western religious beliefs and political ideologies; power inequalities; imperialism/colonialism; federal/provincial governments’ interest in challenging the validity of land claims or Aboriginal rights; scientific practices; conflicting beliefs about what constitutes historical evidence)

Sample questions: “When you consult a source about the origins of Aboriginal peoples in North America, are you more likely to find archaeologists’ perspectives or creation stories of different Aboriginal nations? If both approaches are presented, is one characterized as more credible? If so, why do you think that is the case?” “How were historical accounts documented, maintained, and passed down by Aboriginal peoples?” “Why might a historical idea, account, or explanation accepted in the past not be accepted today?”

B3.2 explain how social and political structures, including roles and kinship systems, of some First Nations and Inuit societies in Turtle Island/North America prior to 1500 contributed to the identity and well-being of these societies and interrelationships in them (e.g., with respect to the roles of chiefs, council members, shamans, prophets, Elders, storytellers, drum keepers, healers, warriors, hunters, gatherers, farmers; kinship systems such as clans; patriarchal and matriarchal societies)

Sample questions: “What social roles were common to most First Nations? What roles were unique to specific nations?” “In what ways did the social and/or political structures of First Nations of the Northwest Coast tend to differ from nations in what is now Ontario?” “What was the role of the Bear clan in Ojibwe societies, the Turtle clan in Haudenosaunee societies, or the Caribou clan in Cree societies? How did the clan support an individual’s place in society and the well-being of the community?”

B3.3 describe beliefs and values of some Aboriginal nations in Turtle Island/North America prior to 1500, with a particular focus on the relationship between people, the land, the spiritual world, and the environment (e.g., beliefs reflected in stories, including creation stories; animist beliefs and respect for the environment; a sense of reciprocity with the spirit world and the necessity to show gratitude for its gifts; the significance of animals in Aboriginal legends and/or rites; how new generations were taught about the natural world), and explain the significance of these beliefs/values for First Nations and Inuit identity

Sample questions: “What are ‘the Three Sisters’ in Haudenosaunee society? What do practices relating to the Three Sisters convey about environmental sustainability and stewardship among the Haudenosaunee and other First Nations? To what extent are these practices consistent with what we know today about sustainable agricultural practices?” “What are some ways in which
traditional Inuit storytelling expresses values and beliefs of Inuit people with respect to the environment? In what ways do the beliefs/values in these stories reflect scientific knowledge? How do the stories contribute to the environmental education of listeners?"

**B3.4** describe some artistic and technological developments among First Nations and Inuit peoples in Turtle Island/North America prior to 1500 (e.g., *pictographs, rock and wood carving, birch bark scrolls, traditional clothing, bannerstones, snowshoes, snow goggles, combs, canoes, moccasins, medicines, weapons such as the bow and arrow, tools such as ulus and harpoons, agricultural developments*), and explain their long-term significance as well as what they tell us about the lives of people at this time

**Sample questions:** “What was the role of artistic expression in the transmission of culture for First Nations and Inuit peoples at this time?” “What does the integration of art and technology reveal about the values and beliefs of pre-contact Aboriginal cultures?” “What was the short- and long-term significance of some technological developments from this period?”
C. 1500–1763: The Imposition of Colonialism – Contact, Conflict, and Treaties

OVERALL EXPECTATIONS
By the end of this course, students will:

C1. Social, Economic, and Political Context: describe some key social, economic, and political developments that affected Aboriginal peoples in different regions of Canada between 1500 and 1763, and explain some changes that resulted from them (FOCUS ON: Cause and Consequence; Continuity and Change)

C2. Communities, Conflict, and Cooperation: analyse interactions among Aboriginal peoples and between Aboriginal peoples and European colonists and governments in Canada between 1500 and 1763, as well as some factors that affected these interactions (FOCUS ON: Historical Significance; Historical Perspective)

C3. Identity, Culture, and Sovereignty: explain how attitudes, beliefs, and values of Aboriginal peoples and Europeans affected the lives of both First Nations and Métis peoples in Canada between 1500 and 1763 (FOCUS ON: Cause and Consequence; Historical Perspective)

SPECIFIC EXPECTATIONS

C1. Social, Economic, and Political Context
(FOCUS ON: Cause and Consequence; Continuity and Change)

By the end of this course, students will:

C1.1 describe some ways in which contact and exchange between Aboriginal people and Europeans affected the material lives of First Nations, Métis, Inuit, French, and British peoples in Canada during this period (e.g., with reference to clothing, transportation, weapons, domestic animals, agricultural products and other foodstuffs, medicines, tools)

Sample questions: “What imported materials came into regular use by various First Nations during this period? How significant were these changes in material life? Did they alter practices of First Nation peoples?” “How important were Aboriginal products and practices to the survival and welfare of early European colonists?”

C1.2 describe the impact of European diseases on Aboriginal populations during this period, and analyse its significance for colonial development (e.g., with reference to the decimation of Aboriginal populations; social, cultural, and economic disruption among Aboriginal communities; mistrust and hatred of colonists suspected of intentionally spreading disease; work of missionaries in caring for the sick; the use of “smallpox blankets”; colonial expansion on the heels of epidemics)
**Sample questions:** “Why did European diseases spread so quickly among Aboriginal peoples?” “What was the historical context for British General J. Amherst’s delivering disease-infested blankets to First Nations communities in 1763? What social and political values were reflected in this decision?”

**C1.3** describe some key economic trends and developments that affected Aboriginal peoples during this period (e.g., changing trade networks; fluctuations in prices for furs; loss of land to colonists; economic disruption and realignment caused by war; the impact of horses on the socio-economic life of Plains nations; the establishment of the Hudson’s Bay Company [HBC] and its outposts; the liquor trade; economic agreements between Aboriginal people and imperial powers), and analyse their impact on relations among Aboriginal people and between Aboriginal people and the French and the British

**Sample questions:** “What were relations like between the Haudenosaunee and the Huron/Wendat and/or Algonquin during this period? What economic factors affected their relations?” “Were the economic strategies of Aboriginal peoples involved in the fur trade similar to or different from those of French and British traders? How might you account for any differences?” “What economic factors led to the Halifax Treaty of 1752? What provisions were the British promised in the treaty? What provisions were the Mi’kmaq promised? In your opinion, how effective was the treaty-making process in improving the economic outlook of the Mi’kmaq and in restoring relations between the Mi’kmaq and the British?”

**C1.4** identify some key Aboriginal leaders from this period (e.g., Mi’kmaq chief Membertou, Huron/Wendat chief Ochasteguin, Algonquin chief Iroquet, Arendarhonon chief Atironta, Mi’kmaq Jean Baptiste Cope, Ojibwa chief Minweweh [Le Grand Sauteux], Delaware chief Neolin, Odawa chief Pontiac), and explain how political relations between these leaders and colonial governments affected social and economic dynamics between settlers and First Nations people.

**Sample questions:** “What social and economic changes occurred for First Nations people when their leaders developed political alliances with colonial governments?” “How and why did the political relationships between some First Nations leaders and colonial governments shift during this period?”

**C2. Communities, Conflict, and Cooperation**

(FOCUS ON: Historical Significance; Historical Perspective)

By the end of this course, students will:

**C2.1** describe how Aboriginal peoples and European explorers/colonists perceived each other during this period (e.g., with reference to culture, religious/spiritual practices, family life and childrearing, territorial rights, political leadership/laws), and analyse the impact of these views (e.g., attempts by missionaries to convert Aboriginal people to Christianity, establishment of colonial settlements on Aboriginal land and the consequent relocation of First Nations, imposition
of European names on Aboriginal territories, adoption by some colonists of Aboriginal tools and medical treatments)

Sample questions: “What is the significance of an explorer’s description of the Beothuk as ‘inhuman and wild’? How could such perceptions be used to justify imperial policy towards the Beothuk and other Aboriginal peoples?” “Why did some of the first encounters between European and Aboriginal people result in hostility while others were peaceful?” “Did all Europeans have the same views with respect to First Nations people? Why might the views of a coureur de bois be different from that of a settler?”

C2.2 identify key treaties signed, including wampum belts exchanged, during this period, and explain their significance for different peoples (e.g., with reference to the Two-Row Wampum, 1613; the Covenant Chain of 1677–1755; the Great Peace of Montreal, 1701; the Treaty of Portsmouth, 1713; the Treaty of Utrecht, 1713; Mascarene’s Treaty [Treaty No. 239], 1725; the Treaty of Boston, 1725; the Halifax Treaty, 1752)

Sample questions: “Why are the 1677 Covenant Chain and the Two-Row Wampum important to the Haudenosaunee people? Why are they significant developments in the history of Canada? What is their significance to First Nations and other Canadians today?”

C2.3 analyse historical statistics and other sources to identify changing populations and settlement patterns of both Aboriginal people and European colonists in Canada during this period, including colonists’ encroachments on traditional First Nations territory, and explain the significance of these patterns (e.g., with reference to the decimation of Aboriginal populations from European diseases; the development of French colonies along the St. Lawrence River and their impact on First Nations settlements in the region; the implications of changes in the population and settlement patterns of the Haudenosaunee between the early sixteenth and early seventeenth century; the location of fur-trade posts and the western expansion of the Cree and Assiniboine)

Sample questions: “What are some factors that contributed to population growth or decline among various First Nations and/or Inuit groups following sustained contact with settler nations?” “What criteria did settler nations use to decide which tracts of land they took over for settlement? How were the First Nations communities affected by the development of settler communities?” “What evidence is there that First Nations communities were often displaced from their traditional territories?” “What was the significance of new settlements related to the fur trade during this period for both First Nations and Europeans?”

C2.4 describe some major instances of conflict among Aboriginal nations and between Europeans and Aboriginal people during this period, and analyse their impact (e.g., with reference to conflict between the Mi`kmaq and the British; the Beaver Wars; hostility of some First Nations towards Jesuit missionaries; conflict between the Haudenosaunee and the Algonquin and Huron/Wendat over control of English and Dutch trade routes; hostility and suspicion in the wake of epidemics; conflicts arising from French exploration and British and French settlement)

Sample questions: “How did conflicts between imperial powers in North America contribute to conflicts among First Nations?” “How were battles between colonial armies fought during this
period? In this type of warfare, what advantages did First Nations warriors have over their opponents? What disadvantages did First Nations warriors have facing European armies?”

**C3. Identity, Culture, and Sovereignty**

*(FOCUS ON: Cause and Consequence; Historical Perspective)*

By the end of this course, students will:

**C3.1** compare beliefs and values of Aboriginal and European peoples about the relationship between people, the land, the spiritual world, and the environment during this period, and analyse the impact of the differences *(e.g., lack of respect among Europeans for Aboriginal spiritual practices, resulting in attempts at conversion; conflicting ideas with respect to land ownership and stewardship; the impact of differences in the relationship between the environment and the spiritual world in Aboriginal and Christian traditions)*

*Sample questions:* “What impact did European values with respect to land use have on Aboriginal people during this time? In what ways did practices associated with these new values change the relationship that Aboriginal people had had with the land and environment during the precontact period?” “How successful were colonial governments in changing the beliefs of various First Nations about land ownership?”

**C3.2** analyse various factors that helped shape beliefs in Europe about Aboriginal peoples in Canada during this period *(e.g., fascination with the “New World” in the wake of voyages of exploration; visits by First Nations people, including some who had been kidnapped, to Europe; accounts about Aboriginal society/culture in logs and other records of explorers, missionaries, and settlers; the popularization of products from the colonies; ideas about the “noble savage” in some cultural/philosophical works in Europe versus the idea of the obligation to “civilize” Aboriginal people)*

*Sample questions:* “Why did some explorers kidnap Aboriginal people and take them back to Europe? What impact did their presence have on European perceptions of Aboriginal people?” “What impact did Jesuit records have on European interest in First Nations peoples? What patterns can you find in Jesuit descriptions of First Nations? How might Jesuit records have influenced the development of iconic images and portrayals of First Nations people?”

**C3.3** explain the causes of the rise of the Métis nation during this period, and analyse the development of the social, cultural, economic, and political lives of the Métis *(e.g., with reference to marriage practices, including colonial opposition to “mixed” marriages and resulting changes to inheritance laws; gender roles; social order; economic life; language and cultural challenges; settlements)*

*Sample questions:* “How did prevailing attitudes about intermarriage between First Nations people and Europeans at this time affect the development of the Métis nation?” “What skills and resources did each partner bring to marriages between First Nations women and European men and to the families and communities that developed as a result?”
D. 1763–1876: Settler and State Expansion and Aboriginal Resistance

OVERALL EXPECTATIONS
By the end of this course, students will:

D1. Social, Economic, and Political Context: describe some key social, economic, and political issues, trends, and developments that affected Aboriginal peoples in different regions of Canada between 1763 and 1876, and explain their impact (FOCUS ON: Historical Significance; Continuity and Change)

D2. Communities, Conflict, and Cooperation: describe key developments in relations between Aboriginal peoples, settlers, and colonial/dominion governments in different regions of Canada between 1763 and 1876, and explain their significance (FOCUS ON: Historical Significance; Cause and Consequence)

D3. Identity, Culture, and Sovereignty: analyse how beliefs, values, and the contributions of various individuals and groups helped shape the development of Aboriginal rights, identity, and heritage in Canada between 1763 and 1876 (FOCUS ON: Cause and Consequence; Historical Perspective)

SPECIFIC EXPECTATIONS

D1. Social, Economic, and Political Context
(FOCUS ON: Historical Significance; Continuity and Change)

By the end of this course, students will:

D1.1 analyse aspects of the daily lives of First Nations, Métis, and Inuit peoples in Canada during this period, and compare them to the lives of settler groups (e.g., with reference to housing, clothing, transportation, size of families, gender roles, kinship ties, beliefs and values, celebrations, ceremonies, rituals and spiritual life)

Sample questions: “How were children cared for and raised in different settler and Aboriginal societies? Who played a significant role at each stage of a child’s development?”

D1.2 describe some key economic trends and developments that affected Aboriginal peoples in Canada during this period (e.g., expansion of and competition between the HBC and the Northwest Company; the arrival of trading ships on the Northwest Coast; changes in British policy on annuity payments and gift giving to some First Nations peoples; the pemmican and buffalo hide trade; decline of the fur trade with expansion of the western settlement of colonists; colonial/Canadian government encouragement of agricultural economies on reserves), and assess their impact on relations among Aboriginal peoples and between Aboriginal peoples and colonial/Canadian governments
**Sample questions:** “What impact did provisions for ‘reserve’ lands identified in land cession agreements have on First Nations’ economic independence?” “Why did colonial/Canadian governments disapprove of the Aboriginal practice of gift giving? What impact did these attitudes have?”

D1.3 explain how various factors contributed to the Royal Proclamation of 1763, and assess its significance for Aboriginal title, Aboriginal rights, and treaty rights (e.g., *with reference to land occupation and ownership, sovereignty, Crown roles and responsibilities, ceded and unceded territories, First Nations–Crown relations*)

**Sample questions:** “In what ways did Pontiac’s War contribute to the enactment of the Royal Proclamation?” “What was the climate between First Nations and British colonial authorities at the time the proclamation was signed? Did the proclamation improve relations between these groups?” “What was the short- and long-term impact of the proclamation with respect to Aboriginal lands in Canada?”

**D2. Communities, Conflict, and Cooperation**

(FOCUS ON: *Historical Significance; Cause and Consequence*)

By the end of this course, students will:

D2.1 describe some key developments relating to westward colonial/Canadian expansion during this period, and analyse the impact on the lives of First Nations, Métis, and Inuit groups (e.g., *with reference to the establishment of the Red River colony; issuance of Métis scrip; increase in Métis political power in Manitoba; railway building; Métis hostilities with the HBC, British settlers, and the Sioux; the creation of the colony of British Columbia; the formation of the North West Mounted Police; assertion of federal control in the West; the European and American expansion of whaling operations in the Northwest*)

**Sample questions:** “What role did First Nations and Métis men and women play in western colonial expansion during this period?” “What were the consequences of the transfer of Rupert’s Land from the HBC to the Crown for Aboriginal peoples living in this territory?”

D2.2 describe some key British colonial and Canadian government policies towards Aboriginal people during this period, and explain their significance for First Nations, Métis, and Inuit peoples and for other Canadians (e.g., *with reference to the British granting large tracts of land in Labrador to the Moravian church; bounties for the killing of Beothuks; the Act for the Protection of the Indians in Upper Canada, 1839; the Gradual Civilization Act, 1857; the Constitution Act, 1867, section 91[24]; the Manitoba Act, 1870, sections 31 and 32, and Métis land grants; provisions promised and those actually provided for Plains First Nations*)

**Sample questions:** “Why was the British colonial government unwilling to evict settlers squatting in First Nations and Métis territories? How do you think government indifference to settler encroachment affected settlers’ beliefs about their right to the land?” “What impact did the arrival of
Christian missions at Nain have on the Labrador Inuit?” “What were the consequences of government regulation of food supplies for some Plains First Nations peoples?”

D2.3 identify key treaties of relevance to Aboriginal people and wampum belts exchanged during this period, and explain their significance for different people and communities in Canada (e.g., with reference to the Niagara Treaty and the Covenant Chain wampum of 1764; Treaty of Fort Stanwix, 1784; Haldimand Tract Grant, 1784; Treaty of Greenville, 1795; Jay Treaty, 1794; Selkirk Treaty, 1817; Huron Tract, 1827; Saugeen Peninsula Treaty, 1836; Mississaugas of New Credit Land Succession Agreements; Manitoulin Island Treaties, 1836 and 1862; Robinson Superior and Robinson Huron treaties, 1850; Cree-Blackfoot bison hunting treaty, 1871; the numbered treaties dating from this period [Nos. 1–6])

Sample questions: “What was the significance of some international peace treaties, such as the 1783 Treaty of Paris or the 1814 Treaty of Ghent, for Aboriginal peoples in colonial Canada?” “What was the purpose of the Longwoods Treaty (1822)? Why is this treaty still relevant to the Chippewa in Ontario today?” “Why might First Nations and other Canadians have different perspectives on the Treaty of Niagara and the exchange of the Covenant Chain belt in 1764?”

D2.4 analyse historical statistics and other sources to identify changes to populations and settlement patterns in the traditional territories of First Nation, Métis, and Inuit peoples during this period, and explain the significance of these patterns (e.g., the impact on Cree and/or Métis settlement and migration patterns of the transfer of Rupert’s Land to the Crown; population changes on Vancouver Island before and after the signing of the Vancouver Island treaties; the impact of epidemics on the Blackfoot Confederacy and the Shoshoni; the consequences for Plains First Nations and Métis of the decimation of the buffalo)

Sample questions: “Where did First Nations Loyalists settle after the American Revolution? What was the long-term significance of these settlements?” “What were Métis settlement patterns during the peak of the buffalo hide trade? How did these patterns change after the buffalo had been hunted to near extinction?”

D2.5 describe some major instances of conflict involving Aboriginal peoples in Canada during this period, and analyse some of their main causes and consequences (e.g., alliances between Aboriginal peoples and colonists during the American Revolutionary War and the War of 1812; involvement of Aboriginal peoples in military strategies; conflict at Red River, including the use of federal troops in 1870; conflict arising from Haudenosaunee, Anishinaabe, and other eastern nations encroaching on Blackfoot territories)

Sample questions: “How and why were First Nations warriors involved in the War of 1812? Why did the colonial government fail to acknowledge the contributions of First Nations veterans? What were the consequences of that failure?” “In what ways did colonial expansion fuel conflict between Aboriginal groups and between Aboriginal peoples and settlers or colonial/dominion governments?” “What were the causes of the Red River Resistance? What were its consequences for the Métis?”
D3. Identity, Culture, and Sovereignty
(FOCUS ON: Cause and Consequence; Historical Perspective)

By the end of this course, students will:

**D3.1** explain how various individuals and groups contributed to the struggle for sovereignty and assertion of Aboriginal rights and to Aboriginal identity and/or heritage during this period (e.g., with reference to Shingwaukonse, Jean-Baptiste Assiginack, Nebenaigoching, Oshawanoo, Niibaakom, Itawashkash, Peguis, Poundmaker, Crowfoot, Tecumseh, Mohawk leaders Molly Brant and Joseph Brant, Sitting Bull, Louis Riel, Gabriel Dumont, the Iroquois Confederacy, the Three Fires Confederacy, First Nations and Métis warriors and veterans, the Métis provisional government of 1870)

**Sample questions:** “What other motives would the Anishnaabeg have in siding with the British in the War of 1812 beside the traditional idea that they fought on the command of their ‘Great Father’?” “What is the importance of Shawnadithit to First Nations heritage?”

**D3.2** analyse how Aboriginal beliefs about the environment, spirituality, and relationship to the land contributed to conflict with colonial/Canadian governments, and explain how this conflict affected First Nations, Métis, and Inuit peoples during this period (e.g., with reference to government hostility to many Aboriginal spiritual practices/traditions; colonial/dominion ideas about domination over the land versus Aboriginal ideas about stewardship; colonial/dominion beliefs about land ownership versus Aboriginal beliefs about occupation of traditional territories from time immemorial)

**Sample questions:** “What do the speeches of some chiefs in the West at this time reveal about differences in how First Nations and colonial/Canadian authorities viewed the land and environment?” “What impact did differences in beliefs about spirituality between Aboriginal people and colonial/Canadian authorities have on First Nations people and their practices?”

**D3.3** analyse factors that helped shape popular beliefs in Europe, British North America, and the Dominion of Canada about Aboriginal peoples during this period (e.g., pencil sketches by explorers, maps and the illustrations that decorate them, paintings, description in settlers’ journals/diaries or letters home, newspaper accounts of Aboriginal uprisings or other conflicts)

**Sample questions:** “How did European/colonial artists from this period depict Aboriginal people? What were the contexts for most of the portraits and drawings? Were they of men? Women? Families? What impact did these drawings have on how people in Europe perceived Aboriginal peoples?” “How did settlers in Canada tend to characterize Aboriginal people in their letters to families back in Britain?” “How would accounts in eastern newspapers of the Red River Resistance have affected the way many Canadians viewed First Nations and Métis people in the West?”
E. 1876–1969: Assimilation, Encroachment, and Life in the Industrial Age

OVERALL EXPECTATIONS
By the end of this course, students will:

E1. Social, Economic, and Political Context: describe some key social, economic, and political issues, trends, and developments, including the Indian Act, that affected the lives of Aboriginal peoples between 1876 and 1969, and explain their impact (FOCUS ON: Cause and Consequence; Historical Perspective)

E2. Communities, Conflict, and Cooperation: analyse demographic developments as well key developments in and issues affecting relations between Aboriginal peoples and other Canadians between 1876 and 1969 (FOCUS ON: Historical Significance; Continuity and Change)

E3. Identity, Culture, and Sovereignty: describe how various individuals, groups, and issues contributed to the development of Aboriginal identity, culture, and rights in Canada between 1876 and 1969 (FOCUS ON: Cause and Consequence; Historical Perspective)

SPECIFIC EXPECTATIONS

E1. Social, Economic, and Political Context
(FOCUS ON: Cause and Consequence; Historical Perspective)

By the end of this course, students will:

E1.1 explain the impact of the Indian Act on the lives of Aboriginal peoples during this period (e.g., with reference to the status of “Indians” as wards of the state; the role of Indian agents in regulating the lives of people on reserves; the outlawing of ceremonies, including the potlatch and powwows; expropriation of land from reserves for public works, roads, and railways; lack of voting rights; mandatory attendance at residential schools; the requirement for government approval before land claims could be made against the federal government; provisions related to status Indian women who married non-status men)

Sample questions: “What attitudes towards First Nations were reflected in the original Indian Act? What are some ways in which the act attempted to restrict traditional practices of First Nations peoples? How did amendments to this act throughout this period reflect the paternalistic attitude of the federal government towards Aboriginal people?”

E1.2 describe some key economic trends and developments that affected Aboriginal people in Canada during this period, and analyse their impact on the lives of First Nations, Métis, and Inuit peoples (e.g., with reference to the Industrial Revolution, the Klondike gold rush, Métis farmstead projects in Alberta, railway and road expansion in the West and Northwest, displacement of communities for resource development, the power of the Indian Act and Indian agents to regulate
the economic affairs of status Indians, the registration of traplines in British Columbia and the Far North)

**Sample questions:** “What economic forces opened the North and the Northwest Coast for development? How did these forces affect the First Nations, Metis, and/or Inuit peoples in these regions? What similarities do you see between economic development in the North and/or on the Northwest Coast during this period and earlier development in eastern and central Canada in terms of their impact on the lives of Aboriginal peoples?” “How did industrialization threaten traditional values and lifestyles?”

**E1.3** describe some key government policies and practices affecting Aboriginal people during this period, and explain their significance for First Nations, Métis, and Inuit people and other Canadians (e.g., with reference to the Indian Act and its amendments; the establishment of a provisional government by Louis Riel in 1885; the institution of the pass system in western territories; the creation of new provinces in the West and campaigns to recruit European immigrants to settle this region; the enforcement of the Criminal Code and game laws in the North; the Métis Population Betterment Act, 1938; the Ewing Commission, 1934–36; the Hawthorn Report, 1966–67; Indian education policy; the extension of the franchise in 1960; the “Sixties Scoop”)

**Sample questions:** “What issues prompted the Alberta government to establish an inquiry on the lives of the Métis in the 1930s? Why is it significant that the report of this inquiry (the Ewing Commission) did not refer to the Métis as ‘half-breeds’? What impact did the Ewing Commission have on the perceptions of some Canadians regarding the Métis?” “How did amendments to the Indian Act regarding enfranchisement affect the treaty rights of former ‘status Indians’ and their descendants? What was the purpose of the federal government’s policy to enfranchise status Indians?”

**E1.4** explain how some key social, cultural, economic, and political events, issues, and developments affected Inuit people during this period (e.g., the Klondike gold rush; expansion of northern trading posts in the early twentieth century; expansion of Christian missions in the North; the federal policy of numbered identity disks; movement to permanent settlements; resource development in the Far North; new technologies such as the snowmobile; the increasing popularity of Inuit print making and sculpture; the enforcement of provincial game laws; the Cold War and the DEW [Distant Early Warning] Line)

**Sample questions:** “What impact did the 1939 Supreme Court ruling that Inuit were under federal jurisdiction have on the lives of Inuit people?” “Why was it important to the federal government to relocate Inuit families to the High Arctic in the 1950s? What were the social and political consequences of relocation for Inuit communities?”

**E2. Communities, Conflict, and Cooperation**

(FOCUS ON: Historical Significance; Continuity and Change)

By the end of this course, students will:
E2.1 identify some key treaties and land agreements signed during this period, and explain their significance for different Aboriginal peoples in Canada (e.g., with reference to the Blackfoot Treaty, 1877; the Collingwood Treaty, 1888; the Saint-Paul-des-Métis land grant, 1896; Treaty No. 7, 1877; Treaty 8, 1899; Treaty 9 [James Bay Treaty], 1905; Treaty 10, 1906; Treaty 11, 1921)

Sample questions: “Why were the Lubicon Cree not signatories to Treaty 8? What were the immediate, short-, and long-term consequences of their not being included in that treaty?”

E2.2 analyse historical statistics and other sources to identify demographic changes as well as changes in settlement patterns among First Nation, Métis, and Inuit peoples during this period (e.g., with reference to employment, education, population size, life expectancy, populations on and off reserves)

Sample questions: “Why did some Aboriginal people leave their home communities during this period? How did different Aboriginal groups view those individuals who went to live in urban settings? How did these differing perspectives affect Aboriginal families and their connection to their homeland? What impact did the definition of individuals as ‘on-reserve’ or ‘off-reserve’ have on Aboriginal communities?”

E2.3 explain how attitudes towards Aboriginal people in Canada during this period contributed to conflict and other challenges (e.g., with reference to the North-West Rebellion; the hanging of Louis Riel; Aboriginal protests leading to Treaty 8; the arrest of Chief Dan Cranmer and others for holding a potlatch; forced relocation of Inuit, Innu, and Mi’kmaq communities; expropriation of reserve lands; challenges presented by racism and discrimination and/or assimilationist attitudes)

Sample questions: “What attitudes underpinned the persecution of Aboriginal people for holding traditional ceremonies?” “Why was Louis Riel vilified by many English Canadians at the time?” “What government policies arose from assimilationist attitudes towards Aboriginal peoples at this time?”

E2.4 assess the significance of the contributions of Aboriginal peoples to wars in which Canada participated during this period (e.g., with reference to participation rates in World War I, World War II, and the Korean War compared to those of non-Aboriginal populations; contributions as “code talkers” transmitting sensitive information by communicating in their languages; the contributions of individuals such as Francis Pegahmagabow or Tommy Prince)

E3. Identity, Culture, and Sovereignty

(FOCUS ON: Cause and Consequence; Historical Perspective)

By the end of this course, students will:
E3.1 analyse various short- and long-term consequences of Indian residential school policy and the practices associated with it (e.g., short term: disregard for parental rights, disruption of families, loss of knowledge of language and traditional culture, sexual and physical abuse; long-term: trauma across generations, cultural assimilation and loss of identity, isolation from mainstream society and home communities, mental and physical health issues, impact on development of parenting skills and family bonding)

**Sample questions:** “What was the motive behind residential schools policy? What did it reveal about attitudes towards Aboriginal people?” “What do you think is the most lasting consequence of residential schools? Why?” “What lessons, if any, do you think we as a society have learned from the history of residential schools?”

E3.2 describe strategies used by some individuals and groups during this period in their struggle for the recognition of Aboriginal title, Aboriginal rights, and treaty rights, and/or for respect for Aboriginal identity, and assess their impact (e.g., with reference to individuals such as Louis Riel, Gabriel Dumont, F. O. Loft [Onondeyoh], Deskaheh; court challenges such as Regina v. Simon, 1958, or Francis v. the Queen, 1969; the Six Nations petition to the League of Nations, 1923, for recognition of their sovereignty; the creation of Haudenosaunee passports; Kahkawake lawsuits against the federal government over land disputes; the creation of the League of Indians of Canada and/or the Association des Métis d’Alberta et des Territoires du Nord Ouest)

E3.3 describe some environmental issues that had an impact on Aboriginal people during this period, and explain their significance for Aboriginal peoples and some other groups in Canada (e.g., with respect to the near extermination of the buffalo; Aboriginal hunting, trapping, and fishing rights versus government control of natural resources; mercury pollution from pulp mills in northern Ontario; contamination of Arctic lands along the DEW line)

**Sample questions:** “What were some environmental issues of particular concern to Aboriginal peoples during this period? Why were these issues important? Did other Canadians tend to share their concerns? If not, how would you account for the difference in perspectives?”

E3.4 analyse the impact that technological developments had on First Nations, Métis, and Inuit culture during this period (e.g., acculturation through exposure to radio, movies, television; changes in lifestyles as a result of developments in transportation such as railway expansion, cars, airplanes, snowmobiles; disruption to traditional lifestyles associated with resource development)

**Sample questions:** “What impact did new transportation technologies have on previously isolated Aboriginal communities? How did such developments affect the culture of these communities?” “What are some ways in which technology contributed to both the loss and the preservation of aspects of traditional lifestyles among First Nations, Métis, and/or Inuit peoples?”

E3.5 describe some issues, trends, and/or developments in the arts and popular culture relevant to Aboriginal people during this period, including the cultural contributions of some Aboriginal individuals in Canada (e.g., the popularity of Wild West shows in the late nineteenth century; the depiction of Aboriginal people in Hollywood movies and on television; the increasing influence of
American culture; the appropriation of Aboriginal symbols in advertising and/or art by non-Aboriginal artists; the contributions of Aboriginal artists, craftspeople, and/or writers such as Charles Edenshaw [Tahayghen], Pauline Johnson [Tekahionwake], or Mungo Martin [Nakapankam]; the Aboriginal pavilion at Expo 67)

Sample questions: “What are some examples of Aboriginal images being used by sport clubs during this period? What type of responses do the mascots and logos invoke from the audience? Do you think sport team logos containing Aboriginal imagery perpetuate stereotypes? Why or why not?”
F. 1969 to the Present: Resilience, Determination, and Reconciliation

OVERALL EXPECTATIONS
By the end of this course, students will:

F1. Social, Economic, and Political Context: describe some key social, economic, and political issues and developments that have affected Aboriginal peoples in Canada from 1969 to the present, and analyse their impact (FOCUS ON: Historical Significance; Continuity and Change)

F2. Communities, Conflict and Cooperation: describe various legal and demographic developments involving Aboriginal peoples in Canada, as well as responses to them, from 1969 to the present (FOCUS ON: Cause and Consequence; Continuity and Change)

F3. Identity, Culture, and Sovereignty: explain how various individuals, groups, and issues have contributed to the development of Aboriginal identity, culture, and rights in Canada since 1969 (FOCUS ON: Historical Significance; Historical Perspective)

SPECIFIC EXPECTATIONS

F1. Social, Economic, and Political Context
(FOCUS ON: Historical Significance; Continuity and Change)

By the end of this course, students will:

F1.1 explain how some social trends, movements, and developments have affected Aboriginal peoples in Canada during this period, including in their interactions with other Canadians (e.g., with reference to Aboriginal rights, civil rights, women’s rights, environmental, and/or animal rights movements; the protection of species and natural habitats; Aboriginal culture and language revitalization efforts; the adoption by groups and institutions of practices and strategies that are more culturally appropriate for Aboriginal people; expansion of Aboriginal media; the Internet and social media).

Sample questions: “What are some social movements from this time that have cooperated with or had an impact on Aboriginal advocacy groups? Are there some that clashed with Aboriginal groups? If so, why?”

F1.2 describe some key economic trends and developments that have affected Aboriginal people in Canada during this period, and analyse their impact on the lives of First Nation, Métis, and Inuit peoples (e.g., with reference to developments associated with economic globalization, exploitation of natural resources, the growing power of multinational corporations, poverty and unemployment on reserves, provincial and federal economic development initiatives and programs for Aboriginal communities)
Sample questions: “What impact has the land claims process in Canada had on economic development for Aboriginal communities? What have been some unforeseen consequences of land claims agreements?” “Why have some Aboriginal groups been working to limit the power of multinational agribusiness corporations?”

F1.3 describe some key political trends and developments that have affected Aboriginal people in Canada during this period, and analyse their impact on the lives of First Nation, Métis, and Inuit peoples (e.g., with reference to the “White Paper” of 1969; inclusion of Aboriginal title, Aboriginal rights, and treaty rights in the Constitution Act, 1982 and the Canadian Charter of Rights and Freedoms [the Charter]; the recognition in the constitution of the Métis as Aboriginal people; the development of a special process to address disputes over land claims; the creation of Nunavut; the establishment of the Berger Commission, the Royal Commission on Aboriginal Peoples, and/or the Special Parliamentary Committee on Indian Self-Government; Bill C-31 to address gender discrimination in the Indian Act, 1985; Bill C-3, the Gender Equity in Indian Registration Act, 2010)

Sample questions: “What impact has the Charter had on gender equity in Aboriginal communities?” “Has the inclusion of Aboriginal title, Aboriginal rights, and treaty rights in the Constitution Act, 1982 affected First Nations, Métis, and Inuit peoples in the same ways? If not, who has faced the greatest challenges in asserting their rights?” “What factors led to the creation of Nunavut? How significant was the agreement to create this territory?”

F1.4 describe the basic ideas and attitudes in the federal government’s 1969 “White Paper”, and analyse the response of Aboriginal people and organizations to it, including the long-term impact of this response (e.g., with reference to the “Red Paper”, the development and/or increasing activism of Aboriginal political advocacy organizations, an increased focus on the protection of treaty rights, the determination to protect inherent rights for future generations, the documentation of cultural genocide)

Sample questions: “What did the White Paper reveal about attitudes towards Aboriginal people in Canada at that time?” “What actions did Harold Cardinal take following the release of the White Paper? How were his actions similar to or different from the responses of other First Nations people?” “Do you think the White Paper was a key turning point for Aboriginal people in Canada? Why or why not?”

F2. Communities, Conflict, and Cooperation
(FOCUS ON: Cause and Consequence; Continuity and Change)

By the end of this course, students will:

F2.1 identify some major trends and developments that have affected Aboriginal people living off reserve in both rural and urban communities during this period, and assess their impact (e.g., with reference to the creation of the Congress of Aboriginal Peoples to represent the interests of Aboriginal people living off reserve; the development of a variety of Aboriginal family and child
centres and other social services; employment issues on reserves and the availability of high-paying jobs off reserve for skilled workers; racism and discrimination; the challenges of and successes associated with maintaining traditional languages, cultural practices, and beliefs outside home communities; changes in relationships between Aboriginal people living in urban settings and those in home communities)

Sample questions: “Why has the number of Aboriginal people moving to urban settings increased during this period? What are some challenges these people have faced? What are some ways in which Aboriginal leaders and groups have addressed the need of urban dwellers to be connected to the land and/or to preserve their language?” “What are some programs that have addressed issues relating to increasing Aboriginal populations in urban centres? How successful have they been?”

F2.2 identify some key court cases related to Aboriginal title, Aboriginal rights, and/or treaty rights during this period, and assess their impact on Aboriginal communities (e.g., with reference to Calder v. British Columbia, 1973; the Baker Lake case, 1980; Guerin v. the Queen, 1984; Sparrow v. R., 1987; R. v. Adams, 1996; Delgamuukw v. British Columbia, 1997; Corbiere v. Canada, 1999; Manitoba Métis Federation Inc. v. Canada, 2013)

Sample questions: “What do you think was the most important legal challenge for Aboriginal people in this period? Why?”

F2.3 describe some key treaties and land agreements signed during this period (e.g., James Bay and Northern Quebec Agreement, 1975; Inuvialuit Final Agreement, 1984; Nunavut Land Claims Agreement, 1993; Nisga’a’s Final Agreement Act, 2000), and explain how they are similar to and/or different from earlier treaties

Sample questions: “How does the Nunavut Land Claims Agreement differ from previous land claim agreements? In your opinion, does this agreement give the Inuit more autonomy over their lives than previous agreements did for other Aboriginal peoples?”

F2.4 analyse historical and contemporary statistics and other sources to identify demographic trends in First Nation, Métis, and Inuit populations during this period, and explain the significance of these trends (e.g., with reference to education, employment, Aboriginal language use, population increase, growing urban Aboriginal populations, living conditions on reserves, substance abuse and suicide among youth in remote communities, violence against Aboriginal women)

Sample questions: “What does data on First Nations, Métis, and Inuit learners in Ontario tell us about student achievement and graduation rates for these groups?” “What trends are evident during this period with respect to violent crime against Aboriginal women? How have advocacy groups responded to these trends? How has the federal government responded?”

F2.5 describe some major instances of conflict involving Aboriginal people in Canada during this period, and analyse some of their causes and consequences (e.g., Dene and Inuit protests over the Mackenzie Valley Pipeline Project; Innu protests over low-level flights in Labrador; the struggle
of the Lubicon Cree for recognition of their land rights; protests and blockades at Oka, Ipperwash, Burnt Church, and/or Caledonia)

Sample questions: “What were the underlying causes of the confrontation at Ipperwash in 1995? What were the findings of the public inquiry into the events at Ipperwash?”

F3. Identity, Culture, and Sovereignty
(FOCUS ON: Historical Significance; Historical Perspective)

By the end of this course, students will:

F3.1 describe some trends, issues, and/or developments that have affected indigenous people globally during this period, and explain their impact on Aboriginal peoples and other groups in Canada (e.g., with reference to globalization; environmental degradation; climate change; food patents; increasing concern about human rights abuses and recognition of and/or redress for historical abuses; the United Nations Declaration on the Rights of Indigenous Peoples, 2007; the creation of the Inuit Circumpolar Council)

Sample questions: “What international considerations prompted Canada to allow low-flying military flight training out of Goose Bay, Labrador? What impact did these flights have on the lives of the Innu who lived in the region?” “Why have international human rights groups called attention to the disappearance and murder of Aboriginal women in Canada?” “How is climate change affecting the lives of Inuit in the Canadian Arctic?”

F3.2 analyse the contributions of some individuals and groups to the struggle for sovereignty and recognition of Aboriginal title, Aboriginal rights, and/or treaty rights during this period (e.g., with reference to Harold Cardinal, Jeannette Corbière Lavell, Ovide Mercredi, Elijah Harper, Ta’Kaiya Blaney, Shannen Koostachin, Mary Simon, Sheila Watt-Cloutier; the Assembly of First Nations [AFN], the Native Women’s Association of Canada, Inuit Tapiriit Kamatami, the Métis National Council, Idle No More)

Sample questions: “What factors led to the creation of the AFN in 1982?” “What trends do you see with regard to activism among Aboriginal women and youth during this period? What factors do you think have contributed to the increased involvement of these groups in advocating for Aboriginal peoples?”

F3.3 analyse actions taken by Aboriginal peoples in response to some developments that have had or could have a negative effect on the environment (e.g., the response to the Mackenzie Valley and/or Northern Gateway pipelines; logging at Grassy Narrows; a golf course development at Sun Peaks; fracking at Elsipogtog; the Alberta sands projects; Bill C-45, 2012), and explain how these responses are related to Aboriginal identity and sovereignty

Sample questions: “What actions have some Aboriginal people taken to draw attention to activities causing environmental damage? How effective have these strategies been in drawing widespread attention to environmental issues in Canada?” “Why are Aboriginal people in the
North particularly concerned about developments that will result in higher greenhouse gas emissions?”

F3.4 describe some significant trends and developments in the arts and popular culture in Canada in relation to Aboriginal peoples, including cultural contributions of some Aboriginal artists, and explain how these developments/contributions reflect and enhance First Nations, Métis, and Inuit identity (e.g., with reference to individuals such as Kelvypalik Qimirpik, Kenojuak Ashevak, Norval Morrisseau, Daphne Odjig, Shirley Cheechoo, Alanis Obomsawin, Rita Joe, Joseph Boyden; developments such as the creation of the imagineNATIVE Film and Media Arts Festival, the Canadian Aboriginal Music Awards, the Aboriginal Peoples Television Network; more diverse roles for Aboriginal actors; increased access to Canadian and global markets for Aboriginal artists; increased attention to and respect for Aboriginal cultural contributions in Canadian society)

Sample questions: “Do you think that the inclusion of Aboriginal-award categories in national award ceremonies has changed perceptions of Aboriginal contributions to Canadian society?” “Why do you think the first solo exhibition featuring a First Nation artist at the National Gallery of Canada took place over 120 years after the gallery was founded? How would you assess its significance?”